
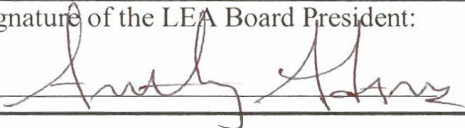


Attachment III

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Schulze Elementary School	Mailing Address: 10700 Santa Maria Street, Detroit MI, 48221-2334
School Building Code: 328	
School Building Contact for the School Improvement Grant	
Name: Brenda Lyons	
Position and Office: Principal	
Contact's Mailing Address: 10700 Santa Maria Street, Detroit MI, 48221-2334	
Telephone: (313) 340-4400	
Fax: (313) 340-4401	
Email address: brenda.lyons@detroitk12.org	
LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager	Telephone: 870-3772
Signature of the LEA School Superintendent/Director: X 	Date: 28 FEB 11
LEA School LEA Board President (Printed Name): Anthony Adams, Esq.	Telephone: 873-7860
Signature of the LEA Board President: X 	Date: 22 Feb 11
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Section A

1. Possible model to use for analysis of data.

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report. Do not attach the building CNA.

After looking at data compiled by staff in data portfolios and the Schulze's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report it became evident that the special education students have the greatest difficulty in both math and reading. The special education students perform approximately 20% to 30% below their regular education peers.

Schulze has found numerous ways to ensure that the resources currently available to the district are utilized to make sure both regular and special education students are given the opportunities that are available to advance them further in their education. Renaissance Place is a web-based program that is used by all students to assist them in improving and/ or enhancing both their math and reading skills. In math, Renaissance Place, contains a program called Accelerated Math which allows teachers to assign work according to Grade Level Content Expectations that students are having difficulty with. Renaissance Place also allows teachers to assign higher level math skills to students who are excelling. Detroit Public Schools has also adopted Destination Learning. Destination Learning is also a web-based program comprised of math and reading programs that target areas that students are having difficulty with or allow teachers to assign higher level skills to the advanced students. The program allows teachers to assign their students work that coincide with the GLCE's (Grade Level Content Expectations). In addition, the program allows students to enhance their education of the topics through the use of computers and interactive programs geared toward the students' interest. In addition, Schulze has an extended academic day program that is open to all students.

Consider how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Group:	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
All Students						
Social Economic Status (SES)	Not Available	Not Available	74.6	Not Available	Not Available	64.5
Race/Ethnicity						
Black	Not Available	Not Available	75.5	Not Available	Not Available	64.5
White	Less than 10 students in subgroup- no data available					
Students with Disabilities	Not Available	Not Available	47.6	Not Available	Not Available	47.6
Limited English Proficient (LEP)	NA	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA	NA
Neglected & Delinquent	NA	NA	NA	NA	NA	NA
Migrant	NA	NA	NA	NA	NA	NA
Gender						
Male	Not Available	Not Available	73.9	Not Available	Not Available	67.3
Female	Not Available	Not Available	77.8	Not Available	Not Available	62.1
Aggregate Scores						
State	86	83		90	91	

Group: Grade 3	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	84	76	92	88	81	87
Race/Ethnicity						
Black	85	72	92	87	79	92
White	Less than 10 students in subgroup – no data available					
Students with Disabilities	45	50	58	55	63	58
Limited English Proficient (LEP)	NA	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA	NA
Neglected & Delinquent	NA	NA	NA	NA	NA	NA
Migrant	NA	NA	NA	NA	NA	NA
Gender						
Male	83	76	84	83	91	86
Female	86	69	100	92	67	87
Aggregate Scores						
State	86	83	89.8	90	91	94.8

Percent of Subgroups meeting State Proficiency Standards

Group: Grade 4	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	71	70	75	71	85	77
Race/Ethnicity						
Black	76	73	77	69	86	77
White	Less than 10 students in subgroup- no data available					
Students with Disabilities	29	46	54	50	46	62
Limited English Proficient (LEP)	NA	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA	NA
Neglected & Delinquent	NA	NA	NA	NA	NA	NA
Migrant	NA	NA	NA	NA	NA	NA
Gender						
Male	73	69	78	65	88	79
Female	79	79	77	73	85	74
Aggregate Scores						
State	85	83	84.1	86	88	92.3

Group: Grade 5	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	28	49	71	28	57	54
Race/Ethnicity						
Black	52	56	70	37	55	53
White	Less than 10 students in subgroup - no data available					
Students with Disabilities	12	23	35	0	17	24
Limited English Proficient (LEP)	NA	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA	NA
Neglected & Delinquent	NA	NA	NA	NA	NA	NA
Migrant	NA	NA	NA	NA	NA	NA
Gender						
Male	47	53	66	45	50	55
Female	58	58	78	40	59	53
Aggregate Scores						
State	85	83	85.2	74	77	79.5

Group: Grade 6	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	64	43	65	34	48	49
Race/Ethnicity						
Black	71	42	69	36	32	51
White	Less than 10 students in subgroup- no data available					
Students with Disabilities	33	8	*	14	31	*
Limited English Proficient (LEP)	NA	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA	NA
Neglected & Delinquent	NA	NA	NA	NA	NA	NA
Migrant	NA	NA	NA	NA	NA	NA
Gender						
Male	67	38	74	29	58	58
Female	74	48	65	41	36	46
Aggregate Scores						
State	82	81	87.7	73	80	82.0

Group: Grade 7	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	NA	NA	60	NA	NA	37
Race/Ethnicity						
Black	NA	NA	58	NA	NA	36
White	Less than 10 students in subgroup – no data available					
Students with Disabilities	NA	NA	*	NA	NA	*
Limited English Proficient (LEP)	NA	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA	NA
Neglected & Delinquent	NA	NA	NA	NA	NA	NA
Migrant	NA	NA	NA	NA	NA	NA
Gender						
Male	NA	NA	61	NA	NA	39
Female	NA	NA	56	NA	NA	33
Aggregate Scores	NA	NA		NA	NA	
State	NA	NA	82	NA	NA	82.2

Sub Group Non-Academic Analysis

Year: 2009-2010

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
ALL STUDENTS	713	147	210	Not Available	66	Not Available	0	Not Available	Not Available
SES	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	0	Not Available	Not Available
Race/Ethnicity									
Black	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	0	Not Available	Not Available
White	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	0	Not Available	Not Available
Disabilities	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	0	Not Available	Not Available
LEP	0	0	0	0	0	0	0	0	0
Homeless	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	0	Not Available	Not Available
Migrant	0	0	0	0	0	0	0	0	0
Gender									
Male	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	0	Not Available	Not Available
Female	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	0	Not Available	Not Available
Totals	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	0	Not Available	Not Available

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
Total Students	699	16	<i>Not Applicable</i>	634	313	155
SES	Not Available	Not Available	<i>Not Applicable</i>	Not Available	Not Available	Not Available
Race/Ethnicity	Not Available	Not Available	<i>Not Applicable</i>	Not Available	Not Available	Not Available
Disabilities	Not Available	Not Available	<i>Not Applicable</i>	Not Available	Not Available	Not Available
LEP	Not Available	Not Available	<i>Not Applicable</i>	Not Available	Not Available	Not Available
Homeless	Not Available	Not Available	<i>Not Applicable</i>	Not Available	Not Available	Not Available
Migrant	Not Available	Not Available	<i>Not Applicable</i>	Not Available	Not Available	Not Available
Gender						
Male	Not Available	Not Available	<i>Not Applicable</i>	Not Available	Not Available	Not Available
Female	Not Available	Not Available	<i>Not Applicable</i>	Not Available	Not Available	Not Available
Totals	Not Available	Not Available	<i>Not Applicable</i>	Not Available	Not Available	Not Available

Enrollment and Graduation Data – All Students

Year: 2009-2010

**** THE NUMBER OF RETENTIONS AND PROMOTIONS ARE BASED ON THE STUDENTS WHO REMAINED AT SCHULZE FOR THE 2009-2010 SCHOOL YEAR****

Grade	# of Students 2008-09 SCHOOL YEAR	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions **	# of Dropout	# promoted to next grade **
PREK	NA	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	NA	<i>Not Applicable</i>	NA
K	74	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	5	<i>Not Applicable</i>	79
1	99	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	3	<i>Not Applicable</i>	77
2	96	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	4	<i>Not Applicable</i>	99
3	98	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	2	<i>Not Applicable</i>	75
4	85	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	1	<i>Not Applicable</i>	91
5	82	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	1	<i>Not Applicable</i>	96
6	91	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	0	<i>Not Applicable</i>	81
7	NA	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	0	<i>Not Applicable</i>	36
SPED	17	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	0	<i>Not Applicable</i>	17

Number of Students Enrolled in Extended Learning Opportunities

Year: 2009-2010

Elementary and Middle School students do not have the programs in the following chart available to them.

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6	NA	NA	NA	NA	NA
7	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA
9	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA

The data in the Sub Group Academic Data Analysis (Percent of Sub-group meeting State Proficiency Standards target areas have been identified for each of the categories.

Data	Target areas	Rationale
Sub Group Academic Data Analysis (Percent of Sub-group meeting State Proficiency Standards)	- Students with disabilities	The sub-group of students with disabilities has the least amount of students performing at the proficient level on state standardized tests for all grades (3-7) for the fall 2009 administration. The sub- group students with disabilities include students eligible in the following areas at Schulze have a direct relationship to academic achievement: Emotional Impairment, Learning Disabled, Deaf and Hard of Hearing, Speech Impairment, and Physically and Other Health Impaired. Other achievement data (DIBELS, District Benchmark Tests, Star Math, Star Reading, etc) has been disaggregated by sub-groups specifically students with disabilities. The students in this group showed improvement however, it was not enough to show proficiency on administered assessments during the 2009-2010 school year.

2. School Building Capacity – Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input checked="" type="checkbox"/> General Funds <input type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input checked="" type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools.) A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.

To change a school takes the dedication and commitment of all stakeholders. Teachers can maintain islands of excellence within their classrooms, but to truly reform a school, we must work together as a community of learners. This year the entire staff at Schulze School was interviewed not only to acquire a job at the school, but to state their commitment to change and success of all students that enter the doors each day. There were numerous teachers who were replaced in order to ensure success of the school.

The following will also be implemented by Schulze in conjunction with District level administrators in order to ensure that the students in high priority schools are able to support systemic change:

1. (1) Superintendent for Priority Schools- This individual is responsible for the coordination of all Priority School support (external support, such as WRESA (Wayne Regional Educational Coach support SEA support, partner providers and others) and the monitoring, evaluating, and support schools require to fully implement the selected reform model. In addition, the Superintendent will also be responsible for monitoring the effectiveness of the level and type of support providing by external support agents.

2. (1) Priority School Coach- the Priority School Coach is responsible for providing on-site professional development and support for principals and teachers around the work required to implement the reform model. The coach is also responsible to collecting data and evidence that will be shared with the Superintendent for Priority Schools and the Office of Professional Development to inform the professional development and support program for each school. The data collected will also be utilized as an element of the teacher/principal evaluation process. The Priority School Coach will be required to provide on-site school support, professional development with follow-up.

3. Priority School Budget Implementation/Compliance Officer- The Budget Officer will be responsible for monitoring our School's budget to ensure that the budget is being utilized for the intended purpose and that we are maintaining appropriate tracking and record keeping relative to use of budget. In addition, the Budget Officer will be the liaison between our School and all central level "budget related" departments to ensure

District processes and procedures are expedited so that the school needs are met in a timely manner.

4. Partner Providers- Each Priority School has been assigned a partner provider. Each partner provider must meet regularly with the staff of the Office of Priority Schools to ensure school professional support is appropriately aligned. Each partner provider will be issued a performance-based contract. The Superintendent will also be responsible for monitoring how successful the partner provider is in meeting the specific performance expectations defined by the District.

b. Explain the district and school's ability to support systemic change required by the model selected.

The teachers and leaders criteria are built on two core principles that remain consistent at Schulze—that teacher and principal quality matters, and that effective teachers and principals are those whose students grow academically. Thus, the school continues to include criteria's directed at improving teacher and principal effectiveness at ensuring that highly effective teachers and principals sustain effectiveness through data driven decisions. Staff work together to use data to help focus on teaching and learning, we build upon new knowledge and understanding, capacity, and recognition and create a professional learning community built on shared goals. This sharp focus on processes and outcomes is proven to improve instructional practices and leadership and, by extension student achievement. Schulze has the ability to support systemic change as required for the Transformation model by implementing the following components:

1. Developing teacher and school leader effectiveness
 - a. Use evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance.

Teachers will be evaluated in:

1. Core competencies that define effective teaching- professional standards that define what teachers should know and be able to do: planning and executing effective instruction, creating and managing a learning environment, maintaining a professional learning community through teacher leadership
2. Outcomes Driven -directly links student academic and non- academic performance measures to teacher practice
3. Evidence- Based- Evaluation is tied to concrete evidence that ensures assessments of performance are not based on arbitrary decisions

4. Guidelines for Evaluation Teacher Practice- provides specific guidelines as to how to assess/ measure teacher effectiveness
5. System of Professional Development and Support- aligns teacher learning needs, performance standards, and the appropriate professional development/ support
6. Self -Assessment- designed to support self- evaluation and reflection on performance and planning for personal improvement
7. Accountability- provides direction for the removal of ineffective teachers who do not improve

Staff will be evaluated using the above criteria yearly by administration.

- b. Identify and reward school leaders, teachers, and other staff who improve student achievement outcomes and identify and remove those who do not.

Schulze shall be evaluated in accordance with the evaluation requirements provided in the Michigan Teachers' Tenure Act. Comprehensive evaluation tools and evaluation process will be jointly developed by the District and the Union. The tool shall be used to evaluate all teachers, both in terms of providing development and growth for all teachers, and for determination of a teacher's effectiveness. Consistent with the goal of this Agreement to dramatically improve student achievement, the teacher evaluation tool shall include, but not be limited to those factors that impact student achievement data and the use of current research-based practices. Through undergoing the interview process and employment at Schulze, a high priority school, the teaching staff at Schulze have also agreed to be evaluated which will ensure that the teachers are competent in: "planning and executing effective instruction, creating and managing a learning environment, and maintaining a professional learning community through teacher leadership." To further the connection between academic achievement and school performance, a school-based performance bonus will be offered to Schulze staff. Criterion and benchmarks for school-based performance pay will include measurable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, attaining and/or maintaining Adequate yearly Progress and other provisions identified by the No Child Left Behind Act. Schulze's Instructional Leadership Team and building administration will meet annually to develop the application for consideration complete with the rationale of interest, strategies to meet the criteria/benchmarks, data pertinent to the identified criteria for consideration, and clearly defined

objectives for the school year. The bonus packages will be distributed by (1) utilizing the Central Offices' predetermined cash distribution matrix or (2) the School Leadership Team will determine an alternative. There will be a stipend paid to the members of the Schulze's Instructional Leadership Team if funds are available.

c. Replace the principal who led the school prior to commencement of the transformation model-

The Principal at Schulze Academy is in her third year in this position. Through her leadership, the school met AYP in both academics and attendance and has a grade B from the state. The Principal has gone through an entire year of Instructional Leadership classes and completed the Mi-Life leadership class through Wayne RESA. She has also completed the extensive and in depth interview process for the new staff who are in place at Schulze. Dr. Lyons has also created single gender classes, given several workshops to support and improve teacher instructional practice. She has also implemented many changes to improve learning for all students (i.e. implemented: single gender classes, MA'AT, Harambee, Culture Awareness Day, Boys to Men Group, communicating with staff daily, technology, Fast Forward, etc. She uses data and assessment in the building to drive continuous improvement in teaching and learning by keeping a data portfolio as well as having staff to do the same. Principal Lyons also fully utilizes monetary, human, and community resources to maximize and to support whole school improvement. Schulze has several business partners in the community and has received donations from many to support Schulze students. The Principal engages parents and community members through monthly LSCO meetings and various parent workshops to improve student achievement. The Principal has just recently partnered with McCauley Health Clinic to bring in a full clinic to serve students, parents and the community. Principal Lyons has also recently met with Marygrove College to also be a partner to work with staff for professional development at Schulze and work with student interns.

The principal will be evaluated in the following areas yearly by district administrators:

1) Core competencies that define effective leadership

professional standards that define what principals should know and be able to do – tied to elements of whole school improvement:

- a. Domain I: Focus on Learning
- b. Domain II: Monitoring Teaching and Learning

- c. Domain III: Building Professional Learning Communities
- d. Domain IV: Acquiring and Allocating Resources
- e. Domain V: Maintaining a Safe Learning Environment
- f. Domain VI: Effective Engagement with Families and External Community

2) Outcomes-Driven – Directly links student academic and non-academic performance measures to leadership practices

3) Evidence-Based –Evaluation is tied to concrete evidence that ensures assessments of performance are not based on arbitrary decisions

4) Guidelines for Evaluation Leadership Practice – Provides specific guidelines as to how to assess/ measure principal effectiveness.

5) System of Professional Development and Support – aligns principal learning needs, performance standards, and the appropriate professional development/support.

6) Self-Assessment- Designed to support self-evaluation and reflection on performance and planning for personal improvement

7) Accountability – provides intense professional development and leadership courses to improve the Principal’s leadership.

d. Provide relevant, ongoing, high- quality job-embedded professional development-

All staff, including instructional, non instructional, support staff, administration and family liaisons will participate in ongoing, high-quality, job-embedded professional development that is not limited to but includes- "school specific" professional training developed by the Office of Priority Schools, continue to make data driven decisions, and communicate our progression and needs to all stakeholders.

Schulze staff will participate in Teacher Study Groups. Teacher Study Groups will provide an outlet for teachers to collaborate within professional learning communities (PLCs). This collaboration will allow teachers to organize, document, and evaluate change. The study groups will be self-selected, multi-content, and/or grade-level teacher teams engaged in self-determined project-based learning of how to teach all struggling students, differentiate instruction, design an extensive assessment system, and/or implement problem-based initiatives throughout the school.

e. Implement strategies designed to recruit, place, and retain high- quality staff-

Schulze supports new teachers with a full week of new teacher in service prior to the start of the school year, and we pair new teachers with trained mentors. Our

grade level teams provide additional support and provide the opportunity for ongoing collaboration, which is attractive to teachers new to the district. High-quality, highly qualified instructors are also attracted to in district professional development that plans that provide staff with the option of earning SBE-CU credits. The on-site professional development is vital in supporting the district in its efforts to implement best practices. The administrator(s) at Schulze work diligently with Human Resources to ensure that only Highly Qualified teachers are placed in vacant positions.

2. Comprehensive instructional reform strategies.

a. Use data to identify and implement comprehensive, research- based, instructional programs that are vertically aligned from one grade to the next as well as aligned with State academic standards. Students will be assessed three times a year using DIBELS, TRC and Burst assessment to ensure that reading skills are improving and students are meeting benchmark goals. Renaissance Place, a web based program, will be used as formative and summative assessment to assist student achievement in both reading and math. The district has also adopted Storytown Reading Series to supplement the previously adopted Open Court Program to teach and improve student achievement in reading. For math the district has adopted Scotts-Foresman Addison Wesley math series to guide instruction for teachers of math. In addition, Holt Pre-Algebra for the seventh grade has been adopted as a supplement to Holt Course II.

b. Differentiate instruction to meet students' needs
The Schulze staff is deeply committed to implementing differentiated strategies to support and promote high achievement and, our partner Teachscape is committed to ensuring the success of the Schulze staff in differentiating instructional approaches by collaboratively designing, developing, and implementing professional learning focused on the major topics of tiered instruction. These will include: (1) strategies to granularly assess all student learning strengths, interests, and needs; (2) effective practices in implementing strategies and techniques to manage tiered instruction classrooms; (3) developing tiered lessons to provide multiple learning paths for students (including differentiation by readiness, interest, or earning profile.

3. Extending learning time and creating community- oriented schools

- a. Provide more time for students to learn core academic content by expanding the school day, the school week, or the school year, and increasing instructional time for core academic subjects during the school day.

Schulze extends the school year to targeted students for intense instructional strategies in areas of weakness. Targeted students are invited to attend a free after school program that is available at least 3 days a week. In addition, Schulze has a fully implemented summer program for students who need to improve in the areas of math and reading.

- b. Provide more time for teachers to collaborate

The daily schedule for the staff at Schulze has been arranged to allow numerous times throughout the week that staff are able to meet in grade level, content level, professional learning communities during the school day. One way in which the schedule has been arranged is that there is a whole school common preparation period every Friday during the last period for all staff. Another arrangement that has been made to allow for teacher collaboration is the use of substitutes when professional development is available for staff to attend during the day. In addition, grade level common preparation periods were built into the schedule where and when feasible.

- c. Provide more time for enrichment activities for students

Schulze utilizes technology to provide enrichment activities for students that are geared toward students' interests. Included in technology use are web based programs: Brain Pop, Destination Learning, Study Island, and educational websites. Other technology based enrichment activities include implementation of interactive whiteboards. In addition, Schulze has active after school programs, math competitions, participation in the district's science fair, and RIF (Reading is fundamental) book distribution.

- d. Provide ongoing mechanisms for family and community engagement

In order to provide ongoing mechanisms for family and community engagement Schulze has an active LSCO (Local School Community Organization), high

participation at parent teacher conferences, Evenings of Fine Arts (students art work is displayed, instrumental program), honors programs, Parent University, McAully health clinic, and Resource Coordinating Team (RCT). Schulze has established many community partners, including faith-based groups, universities/colleges, health centers, recreation centers, credit unions, and career professionals as stakeholders who join us in our commitment to increasing student achievement. Through the selected Transformation Model, all staff will be able to improve teaching and learning opportunities through professional development, forming study groups, creating individual learning plans, funding parent involvement and improving school climate and discipline.

4. Providing operating flexibility and sustained support

a. Give the sufficient operating flexibility (including in staffing, calendars/ time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes;

Schulze ensures that it has sufficient operating flexibility to implement fully a comprehensive approach to substantially improving student achievement outcomes. There are numerous teachers who are utilized in unique manners in order to ensure student achievement. Schulze has a Literacy Coach, Math Peer Coach, and Technical Coach. Title 1 schoolwide funds are used to hire staff, programs and materials necessary for student success. In addition, there is an extended day program at least 3 days a week to assist students who are struggling in math and reading and an extended school year. Extended school year is comprised of an intense interactive summer program for students who are having difficulty specifically in math and reading. There are also numerous opportunities for staff to receive stipends for professional development that is held during the year.

b. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Detroit Public Schools has created an Office of High Priority Schools. The office ensures that schools considered as High Priority receive the necessary support and assistance in order to show drastic and immediate improved results in math and reading.

The following will also be implemented by the District in order to ensure that the students in high priority schools are able to **support systemic change**:

1. Superintendent for Priority Schools- This individual is responsible for the coordination of all Priority School support (external support, such as WRESA Coach support SEA support, partner providers and others) and the monitoring, evaluating, and support schools require to fully implement the selected reform model. In addition, the Superintendent will also be responsible for monitoring the effectiveness of the level and type of support providing by external support agents.

2. Priority School Coach- the Priority School Coach is responsible for providing on-site professional development and support for the principal and teachers around the work required to implement the reform model. The Coach is also responsible to collecting data and evidence that will be shared with the Superintendent for Priority Schools and the Office of Professional Development to inform the professional development and support program for each school. The data collected will also be utilized as an element of the teacher/principal evaluation process. The Coach will be required to provide on-site school support, professional development day and follow-up.

3. Priority School Budget Implementation/Compliance Officer- The Budget Officer will be responsible for monitoring the use of our School's budget to ensure the budget is being utilized for the intended purpose and that our school is maintaining appropriate tracking and record keeping relative to use of budget. In addition, the Budget Officer will be the liaison between each Priority School and all central level "budget related" departments to ensure District processes and procedures are expedited, so that school needs are met in a timely manner.

4. Partner Providers- Each Priority School has been assigned a partner provider. Each partner provider must meet regularly with the staff of the Office of Priority Schools to ensure school professional support is appropriately aligned. Each partner provider will be issued a performance-based contract. The Assistant Superintendent will also be responsible for monitoring how successful is the partner provider in meeting the specific performance expectations defined by the District.

The students at Schulze are aware of the expectations that the teachers have for them for each lesson. Schulze staff utilizes Blackboard Configuration to ensure that the students have clear

understanding of the expectations. All objectives for lessons are clearly displayed for the students and rubrics are used where appropriate during lessons. In addition, exemplar student work is displayed and used as examples for students as models.

4. School Improvement Intervention Plan—5 page limit

Describe in narrative form the building plan for implementing the intervention model selected.

The building plan for implementing the Transformational intervention model begins with our vision, mission, and belief statements.

Vision Statement

Schulze Elementary is a learning environment that welcomes members of the local community to become active partners in developing high- performing learners. At Schulze School the students will leave having received a quality education from competent teachers in a safe and nurturing environment. The students who attend Schulze Elementary will leave having learned skills that will enable them to become productive members of their community.

Mission Statement

Schulze creates a center of excellence through collaboration and cooperation of all stakeholders. Our child-centered environment is based on high student achievement. All students are empowered to become successful problem- solvers who are, academically, and socially prepared to function in a global society. Schulze provides a high quality, technology- based experience where all children learn to read and read to learn.

Through using the principles of MA'AT the students are taught using research- based best practice curriculum. In addition, the Baldrige framework is used by the stakeholders of Schulze to form a state of the art education for not only the students, but staff and parents. Schulze is a safe and welcoming institution for all that come to be educated there.

Using Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) principles, student achievement has increased as validated from Dynamic Indicators of Basic Early Literacy Skills (DIBELS) testing data. The School-wide Information System reflects a continuous decrease in referrals and suspensions. These factors combine to create a culture of excellence in which students thrive in a technology rich, healthy, and safe learner-centered educational environment. The arts and athletic programs provide the necessary balance to insure sustained achievement. Schulze will focus on the following activities as a result of the school improvement grant:

- Include student data in teacher/leader evaluation
- Remove leaders/staff that have not increased achievement
- Implement financial incentives or flexible work conditions
- Use data to identify and implement a researched-based instructional program aligned with state standards meeting the needs of all students
- Provide increased learning time using scheduling

- Provide ongoing job embedded staff development for teachers including teacher planning in collaboration with literacy, mathematics and technical coaches
- Provide ongoing technical assistance and related support from LEA, SEA, or our designated external leader partners, Teachscape and Wayne RESA
- Provide ongoing mechanisms for family and community engagement
- Provide operational flexibility to implement a comprehensive approach to substantially increase student achievement and increase graduation rates
- Insure that the school receives ongoing intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization
- Use data to identify students who may be at risk of failure
- Extend or restructure the school day to add time for strategies that build relationships between students, instructional and non-instructional staff
- Establish a Boys to Men group to address academics, hands on experiences, and self esteem
- Provide the RCT team to identify students as high risk
- Provide afterschool tutoring for all students in math and reading

Job Responsibilities for positions included in budget:

(Literacy Coach)

The literacy coach will meet weekly, or as often as necessary, with each teacher on site who is new to the district to assist, coach, and demonstrate lessons. They will complete and submit weekly reports of the intervention work being done with teachers new to the District, participate in monthly professional development sessions specifically designed for literacy. conduct a minimum of bi-monthly professional development sessions for teachers and other bargaining unit members on literacy and appropriate uses of technology, participate in grade level meetings and provide assistance to the grade level teams on topics of literacy.

The coach will provide assistance in literacy to all teachers, ensure effective implementation of the English Language Arts Standards, Scientifically Based Research Reading (SBRR) strategies and use of SBRR materials, assist teachers with the integration of adopted texts with supplemental texts, collaborate with other instructional support staff in the building on ways to integrate curricula and improve student achievement, meet with principal or designee weekly to plan literacy assistance and technology intervention for the week, provide instructional support through the modeling of SBRR literacy teaching techniques and strategies and provides feedback, collaborate with principal or designee to provide teachers with information on interpreting and utilizing test data for instructional planning purposes, prepare and submit logbooks and Monthly Status Reports to the building Principal and Professional Development Office, follow District approved schedule, and any other duties as assigned.

(Peer Mathematics Coach)

The Peer Mathematics Coach mission is to partner with mathematics teachers, coaches and administrators in creating and sustaining instructional practices that improve student achievement and understanding in mathematics.

Responsibilities of the position include working in the classroom with teachers to; improve teachers' knowledge, understanding, and implementation of pedagogy in mathematics to improve student achievement and narrow the achievement gap in mathematics. The peer coach will conduct regular grade-level team meetings around mathematics; monitor student progress and plan for intervention; supervise ongoing mathematics assessments, analyzing results, and assisting teachers in linking assessment to classroom instruction.

The Mathematics Peer Coach will collaborate with the Wayne County RESA Mathematics Coach, Technical Coach, district mathematics coordinator and the building principal to plan and facilitate mathematics interventions strategies and professional development.

(Technical Coach)

The Technical Coach will collaborate with the Literacy Coach, Mathematics Coach, and Wayne RESA ELA and Mathematics Coaches to meet weekly with each teacher on site who is new to the District to assist, coach, and demonstrate the integration of technology into daily lessons. In collaboration with the coaches, the Technical Coach will conduct bi-monthly professional development sessions for teachers and other bargaining unit members on literacy/mathematics and appropriate uses of technology. The Coach participates in grade level meetings and provides assistance on topics related to technology, as well as assisting teachers with the integration of adopted texts with supplemental texts and the use of associated technology. Additional responsibilities include supporting technologies within each school such as Learning Village, DIBELS, Burst, Renaissance Learning, Data Director, Destinations, and any other on-line curriculum based applications procured by the district.

(MiBLSi internal Coach)

The Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) Internal Coach will ensure that the goals of MiBLSi are being worked toward. MiBLSi is a multi- tiered model of behavior and reading supports. The first tier, Implementation, is an integrated model of support that is based on several shared functions across behavior and reading. These functions include: team approach, evidence- based practices, progress monitoring and data- based decision making. The MiBLSi Internal Coach will be responsible for the behavior data. This will include but not be limited to maintaining the School- Wide Information System (SWIS) for the entire school. SWIS is a web- based information system designed to be an efficient, reliable and confidential strategy for collecting, summarizing and using student discipline data. The

information obtained through SWIS can be used for: internal decision making as schools improve their discipline practices, support plan design with individual students and their families, and reporting to the district, state and federal agencies about school outcomes. The Coach will also work with the School Social Worker, RCT team and parents to ensure that behaviors are decreased and learning is increased. The second tier is evaluation. In the evaluation tier a schoolwide effective reading support is utilized. The approach involves team based strategies to: prevent reading problems, support children with the most intense reading problems and integrate effective academic and instructional systems. The third tier is support. This is the area in which the MiBLSi Internal Coach will utilize most of their resources. This tier is comprised of an on- going process of creating a sustainable and scalable statewide system of support. The Coach will work with an external coach that has been designated by the Detroit Public Schools to ensure that the school is kept abreast of the newest research based practices to support the program. In addition, the MiBLSi Internal Coach will work with the onsite Literacy Coach to streamline the advancement of students in reading as proved through Progress Monitoring, DIBELS and TRC. The MiBLSi Internal Coach will also be on the Instructional Leadership Team allowing there to be a strong connection with the school leadership and an understanding of the goals of the school in both reading and behavior.

5. External Provider Selection

Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

In an ongoing effort to improve the quality of education of Schulze students the faculty and staff are aggressively implementing an innovative ongoing professional development program provided by Teachscape. This program is based on the research that proves that the most influential factor determining student achievement is effective teaching. In the coming year Teachscape, we will use specified forms of student data to inform and monitor continuous improvement of targeted instructional and operational practices as outlined in our school improvement plan goals that focus on reading (literacy) and mathematics.

Additionally, we will use the Classroom Walkthrough process to collect and analyze data on teaching and learning in every classroom. The data will be used to inform action planning relative to changes in practice and professional learning needs. As steps are implemented, the data will be used to monitor progress, assess impact, and inform adjustments in instruction as needed to ensure that students are on the appropriate path of learning and mastery for their grade levels. In subsequent years, the data collection on the part of instructional leaders will be complemented with self-reflection on the part of teachers. Using Teachscape Reflect, a technology-supported process, classroom teachers will be afforded the opportunity to self-assess their teaching through the use of panoramic video uploads and other assistive technology. To

compliment the reflective process, leaders will engage in instructional rounds to continue a data-informed process of monitoring progress.

Schulze has also selected Wayne RESA to provide assistance with implementing the transformation model. There are two coaches collaborating and assisting the teachers. One coach works with both regular education and special education teachers with ways to improve reading skills through effective teaching necessary for the improvement in this area. A second coach works with the same educators to ensure that students are receiving a high quality and effective education each day. Both the reading and math coach utilize research based practices to back up the techniques they are incorporating into daily lessons. In addition, a process monitor also works with the administration and Instructional Leadership Team to ensure that teachers are receiving the support that they need to be successful educators.

Here at Schulze we understand the importance of community involvement in our schools along with parent involvement. The Schulze Learning Environment IS THE Community. Students bring with them the knowledge and experiences of their community which includes entities churches, businesses, their neighborhoods, the socio-economic make-up in which they live. All these aspects help shape the kind of citizens our students will become. The make-up of their environments are not *specifically* covered in their text books however the forces and circumstances that created their environments can be found and taught in their textbooks and lessons. Schulze therefore endeavors to employ the experiences of those who make up their environment to become active members of the Schulze Learning Community.

Examples of the Schulze Learning Community include: Boys to Men Mentoring for Fifth through Eighth graders, The LSCO,

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

Schulze is constantly working to maintain a community –oriented environment with emphasis on family and community engagement. We have a wide range of resources located in the building that serve our student needs. Our resource coordinating team is made up of our school psychologist, social worker, special education teachers, and an administrator. This team is designed to provide assessments and testing of students for special services, counseling for students and parents, support services for teachers, prevention, crisis, conflict resolution, and program modifications for special learning and/or behavior needs. The resource coordinating team also provides research based strategies on program modifications for students in general

education classrooms as well as provide services to special education students. Our faith-based partners Palestine Missionary Baptist Church, Messiah Baptist Church, and Temple Israel provide mentoring support to our students as well as books and uniforms. Our Reading Corp Volunteers have been assigned to our preschool students that have been identified as needing additional support in mastering early childhood expectations. Our math, literacy, and technology coach analysis student data to offer a broad array of other information on student skills and knowledge that is incorporated by teachers to drive instruction. Michigan State, and Marygrove partner with Schulze by allowing our teachers to serve as cooperating teachers to their student teachers. This partnership benefits not only the student teachers but also our cooperating teachers and the students. As a team of skilled educators working together to implement a coherent instructional plan, to identify the learning needs of every student, and to meet those needs overall our student achievement increases.

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

Schulze needs to modify the building policies and procedures in the following ways in order to assure successful implementation of the intervention: smaller class sizes, restructure the school day, enact a strict criteria for middle school, become a smaller school within a school for 6-8 and revamp our current computer lab.

Smaller Classes- Smaller class size for all grades provides teachers a chance to give more individualized and differentiated instruction in an environment with fewer behavioral problems. This type of learning environment provides the students with more time on task, which equates to higher student achievement. The research states that students in smaller class sizes demonstrate better reading and mathematics skills, have a reduced rate of truancy, and reduces the number of grade retentions. Class size reduction has also been known to benefit most in schools where students were minorities, eligible for free or reduced lunch and/or urban schools in low income districts.

Restructure the school day- Schulze would like to amend the collective bargaining agreement by changing the school periods from the current forty-five minutes class periods to a class period that is an hour. Creating more class time for each period thus creates more time on task. Time has a significant impact on student achievement. A combination of additional time with effective teaching strategies and curriculum designed to engage students is a powerful tool for enhancing academic performance.

Middle School Criteria – By creating a smaller school within a school for 6-8, our students would be admitted by first of all those who were in attendance at Schulze first, then include

students with an academic grade point average of a 2.5 and a citizenship no lower than a two. Students would also be required to complete an essay which would state their goals both long and short term. The essays would also be required a signature from both parents and student. Parent participation contracts would be required of all parents that wanted their children to attend. The contracts would assure that parents were active in the LSCO by attending monthly meeting, guaranteeing attendance at parent- teacher conferences and volunteering time at Schulze Academy. The students would also adhere to a strict dress code for males and females. The dress code would entail the students to wear an Oxford Shirt in one of two colors; light blue or white, slacks that are either navy blue or black, socks that are a solid color and are navy blue or black, and either a navy blue tie or cravat. Students meeting or exceeding the requirements would receive their acceptance into the Leadership Academy prior to the start of the Fall semester of their sixth grade year, with preference given to students that have attended Schulze from preschool/kindergarten.

Computer Lab- Computers in our current lab are in need of updating. The Instructional Leadership Team has come to the conclusion that monies would be better used to convert the current lab to MacBooks. Changing the current computer lab over to a Mac lab is the most cost effective route for the district. The computers that we currently have are in need of upgrades and trying to keep them updated or purchasing new ones can become quite costly over the years. The applications that we need to run by district mandates, such as Destination Learning, have a hard time operating on our current system. The investment in Mac computers would solve the current problem.

Also a cost saving measure is not having to purchase the antivirus software. The personal computers running Microsoft Windows Operating System that we use continually have trouble with viruses. The Mac however will meet these needs. They are set up with rock solid Linux based software that prevents changes from happening on accident. With the unchangeable programming that the Mac has, it is nearly impossible for new or curious users to change the main functions of the computer. This helps with viruses, programs being deleted or altered and other security issues you would find in many computer settings. Therefore with of the Mac, you will find that there is significantly less downtime involved with repair, reprogramming, reformatting etc. This makes the computer perfect for school settings and users that are new to the way the programming of a computer works.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

Year 1 2010-2011 School Year		
Program/ Subject Targeted	Personal	Pre Implementation
Fast Forward/ Reading and Math	Title 1- Staff	Students will be identified according to but not limited to the following: MEAP 2009 scores, DIBELS/TRC scores, classroom assessments, Star Reading, Star Math. The students then will be scheduled in groups of 7 for intensive 40 minute periods for implementation of Fast Forward Program. The students will remain in the program until the products are completed.
DIBELS, TRC, Burst, Progress Monitoring/ Reading	Literacy coach and classroom teachers of grades K-5	All students in grades K-5 will be assessed in DIBELS/ Burst/ TRC (as prescribed by programs for specific grades) three times a year. The lowest 5 students in each class will receive progress monitoring weekly with lessons to target areas of greatest need daily.
Professional Development on data interpretation and utilizing it to enhance instruction all day everyday/ Reading and Math	All instructional and support staff/ coaches	There will be on-going professional development prior to the start of the 2011-2012 school year. The professional development will focus on data. In addition, all instructional and support staff will be responsible for creating and maintaining a Data Portfolio to monitor the progress of the students that they teach/ work with.
Double Dosing/ Reading and Math	All teachers of reading and math (Reading and Mathematics Coaches)	Students will be involved in double dosing (receive double the time of instruction) of math and reading daily.
Wayne- RESA (Regional Educational Service Agency)	Wayne RESA administration	Schulze teachers and administrators will work with coaches/ Process

Coaches, Process Monitors		Monitors from Wayne RESA to improve instruction in math, reading and data processing.
Extended day	Staff/ instructional staff/administration	Students will be able to attend an extended day program run by Schulze staff for tutoring in math and reading 3 times a week for 2 1/2 hours each session.
Teachscape/ Reading and Math	Teachscape	Teachscape will provide on going professional development for staff at Schulze to ensure that the best research based strategies are being utilized in everyday lessons. Data will be collected through numerous walkthroughs of classrooms.
Technology/ Reading and Math	All staff at Schulze overseen by OSA, LNA and Technical Coach	Schulze will continue to implement technology that will enhance student achievement in reading and math. Technology will include but not be limited to interactive white boards, NEO2 Boards, CPS, document cameras, projectors, etc.
Study Island/ Reading and Math	Instructional staff (grades 4-6)	Research web based program to accompany current curriculums/ skills in reading in math will be tried in a 5th grade classroom and fully implemented during the 2011-2012 school year.
Corrective Reading/ Reading	Literacy Coach	Program will be purchased and select teachers/ staff will undergo professional development/ training on implementing and utilizing the program.
Web based grading, parent communication website/ Reading and Math	Instructional Staff overseen by administration	Schulze is researching web based programs that will be able to incorporate grades, classroom news, educational website links, and calendars to continue the parent involvement component of a school.

		Staff will undergo training/ professional development on web based program that is selected before the start of the 2011-2012 school year.
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Year 2 2011-2012 School Year
<p>The programs began in the 2010-2011 school year and will continue to be utilized and appropriate data will be collected and disaggregated to ensure it continues to assist our students with improving their skills in math and reading.</p> <p>Study Island, technology adoption, Corrective Reading, and a Web based parent communication tool will be fully implemented during the 2011-2012 school year.</p>

Year 3 2012-2013 School Year
<p>The previous programs mentioned for years 1 and 2 will continue to be utilized in year 3. Numerous programs are be aforementioned have no cost to continue, are district adopted (paid for) or require a minimal maintenance fee. Therefore, the cost for continuation of the programs will be available in the regular school budget for the year.</p>

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

Grade 3	Current Proficiency Rate Fall 2009	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	92%	95%	98%	100%
Mathematics	87%	90%	93%	97%

Grade 4	Current Proficiency Rate Fall 2009	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	78%	81%	84%	87%
Mathematics	77%	80%	83%	86%

Grade 5	Current Proficiency Rate Fall 2009	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	71%	74%	77%	80%
Mathematics	54%	57%	60%	63%

Grade 6	Current Proficiency Rate Fall 2009	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	69%	72%	75%	78%
Mathematics	51%	54%	57%	60%

Grade 7	Current Proficiency Rate Fall 2009	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	58%	61%	64%	67%
Mathematics	36%	39%	42%	45%

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

Schulze believes and follows that a school alone can not ensure a well rounded education for students; rather it takes all stakeholders to help round a student into an exemplary product of Schulze. Schulze has a website that is updated regularly to allow staff, parents, students and the community to have access to the school calendar, academic calendar, classroom news, important events and much more. There is also an active Local School Community Organization (LSCO) group at Schulze that meets regularly (at least once a month) and play an active role in having two way communication concerning the on- goings at Schulze. During the monthly LSCO meetings and at other designated times throughout the year outside experts speak to staff, parents, community members, and students (as appropriate) addressing issues that are important to the stakeholders. For example, social workers have spoken on bullying, self esteem and parenting. Schulze understands that not everyone who wants a say within the way Schulze is conducted is able to come to meetings at the school, therefore, surveys are utilized to make sure that everyone can be heard. In addition, the information included in the application is available and has been shared with stakeholders. Also, through surveys and meetings concerns and suggestions have been considered when completing the school improvement grant application.

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

Schulze has made a concerted effort to ensure that the programs and resources that will be implemented under the school improvement grant are able to be sustained after funds run out. The majority of the materials and programs will be paid for with the initial funds. After the initial cost there is either no further funding necessary or monies needed are minimal. For example, Fast Forward is a program that once purchased costs approximately \$5000.00 dollars a year to maintain. These funds can be paid for out of the yearly budget given to Schulze each year. Another example is the Apple Macintosh computer lab. The lab will cost approximately \$50,000.00 dollars to purchase and set up at Schulze. After the initial set up the funds necessary to maintain the lab will be minimal. Funds will be needed for software and supplies (i.e. ink for printers) to maintain in the years to come. In addition, numerous programs that will be utilized have been adopted and purchased by the district for all schools.

The staff has been chosen and has chosen to work at Schulze. Through the vigorous interview process a strong commitment has been made on the part of the staff member to ensure that the students at Schulze are successful in their academics. In addition, there will be extensive opportunities for each staff member to receive further education through professional development both through the district and school based. In some of the instances the professional development will allow staff to receive a stipend to further their knowledge and education. Flexible schedules and workdays will also help retain the staff at Schulze including

the administration. Collaboration, communication and commitment are key factors to retaining staff at Schulze.

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

Attachment A – Transformation- See Attachment

Attachment B – Turnaround

Attachment C – Restart

Attachment D - Closure

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

Schulze Academy for Technology & the Arts

SIG ROUND 2 BUDGET NARRATIVE (See Attachment I for Detailed Budget)

Pre-Implementation Year: 2010-2011

Teachscape Provider Partner was funded by the District this year. The programs and services have been implemented and are on-going at Schulze School. Total estimated costs for the services and program are \$179,000.00 for the Pre-Implementation phase of the budget.

Budget Year 1: 2011-2012

Funds will be used for continued Teachscape services and to fund an Extended Day Program. Schulze School will implement the Corrected Reading for 2011-2012. Professional development for all staff will also be provided through possible SIG funding and will also help to pay for the cost of substitutes to enable teachers to attend school-wide and grade level professional development in Reading and Mathematics. Wayne RESA Coaches in Reading and Mathematics will also be utilized to assist Schulze in building capacity in these core content areas. Parental involvement workshops will also be provided to parents to assist them in helping their children

in Reading, Mathematics and Writing. This year will also involve the purchase of more classroom technology (Active Slates, Computer Performance Systems(clickers), Fast Forward, Smart Boards, Ipads, Apple Lab, Neo2 Boards, Apple Cart, Promethean Boards, Study Island, EdLine, Smart Tables, etc.) to enable teachers and students to optimally use the District's software and programs available through Learning Village, Destination Learning and Renaissance Place. Copiers for teachers, Counselors and Social Workers are being requested to be accessible and available to assist with increasing student achievement in the core content areas. To supplement mathematics, we will use the IXL web-based program as well as Singapore Mathematics and the purchase of a MiBLSi Internal coach for Miblsi (Michigan Integrated Behavior & Learning Support Initiative) which will also be purchased in Budget Year 1. Total estimated costs are \$1,161,000 for Budget Year 1.

Budget Year 2: 2012-2013

This will be the last year for Teachscape services. It is our hope that the Schulze's Instructional Leadership Team and staff will have built the capacity to carry on the training provided by Teachscape coaching and support for staff and principal. We will continue to use the services of an Extended Day Program. Schulze School will look for other resources to reduce the cost of providing this program. For example, we will examine the possibility of having an Extended School Year and Extended School Day. Staff would work an hour longer during the school year and the school year could be extended to July. This could significantly reduce the costs of having an Extended Day Program. Professional development for staff will continue for Budget Year 2. No funds will be needed for classroom technology in this budget year. MiBLSi Internal coach for Miblsi (Michigan Integrated Behavior & Learning Support Initiative) will also be continued. Wayne RESA Coaches will be utilized during this budget year to continue to assist school in building capacity in instruction for Reading and Mathematics. Parental involvement workshops will be offered to parents during Budget Year 2. No capital outlays for equipment will be needed. Total estimated costs for Budget Year 2 are \$180,000.00.

Budget Year 3: 2013-2014

If it is determined that the Extended School Day and/or Extended School Year option is more cost effective, so we will continue. Teachscape services will be discontinued and completed during Budget Year 3. Funds for supplemental Counselor will be discontinued for Budget Year 3 as we strengthen and effectively utilize existing ancillary staff in the school and continue our outreach alliances with community and social agencies for the developmental needs of identified students. Professional development will continue during Budget Year 3 but alternative arrangements will need to be made to enable staff to participate in school-wide and grade level Professional Development workshops and meetings. Parental involvement workshops for parents will be offered during Budget Year 3. No capital outlays for equipment or new curriculum materials will be purchased. Total estimated costs for Budget Year 3 are \$659,000.00.

Year 1 Pre-Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
\$179,000.00	\$1,161,000	\$180,000.00	\$659,000.00	\$2,300,000

Section D.

Baseline Data Requirements

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	64,610
Student Data	
Dropout rate	Not Applicable
Student attendance rate (2009-2010 school year)	90%
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	Not Applicable
International Baccalaureate	Not Applicable
Early college/college credit	Not Applicable
Dual enrollment	Not Applicable
Number and percentage enrolled in college from most recent graduating class	Not Applicable
Student Connection/School Climate	
Number of disciplinary incidents (2009-2010 school year)	66 suspensions

Number of students involved in disciplinary incidents (2009-2010 school year)	unavailable
Number of truant students (2009-2010 school year)	unavailable
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	Not Applicable
Teacher Attendance Rate (2009-2010 school year) *At least 50% of the staff from 2009-2010 have been replaced*	
0-3 days absent	3
4-5 days absent	8
5-10 days absent	26
10 or more days absent	5

Fiscal Information

The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

Attachment A--Transformation Model

The following items are required elements of the transformation model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal- The current principal at Schulze was not replaced at the beginning of the process for the 2010-2011 school year. The principal is in her third year at Schulze and had to undergo an intense interview process that ensured that the Principal is dedicated and willing to ensure that the school, staff and students succeed in improving their academics and overall education.

In addition, the Principal will be evaluated yearly in 7 areas:

1) Core competencies that define effective leadership – professional standards that define what principals should know and be able to do – tied to elements of whole school improvement:

- a. Domain I: Focus on Learning
- b. Domain II: Monitoring Teaching and Learning
- c. Domain III: Building Professional Learning Communities
- d. Domain IV: Acquiring and Allocating Resources
- e. Domain V: Maintaining a Safe Learning Environment
- f. Domain VI: Effective Engagement with Families and External Community

2) Outcomes-Driven – Directly links student academic and non- academic performance measures to leadership practices

3) Evidence-Based –Evaluation is tied to concrete evidence that ensures assessments of performance are not based on arbitrary decisions

4) Guidelines for Evaluation Leadership Practice – Provides specific guidelines as to how to assess/ measure principal effectiveness.

5) System of Professional Development and Support – Aligns principal learning needs, performance standards, and the appropriate professional development/support.

6) Self-Assessment- Designed to support self-evaluation and reflection on performance and planning for personal improvement

7) Accountability – Provides direction for the removal of ineffective principals who do not improve.

2. Include student data in teacher/leader evaluation- The Schulze staff (teachers and administration) is committed to developing a community of learners. Schulze's staff has a clear understanding of their expectations for instruction and assessing to ensure improved outcomes for all students. All certified staff at Schulze have accepted that they are being held accountable for student success. Staff are aware that the students are expected to increase as a whole by 3% in ELA/Reading, Math, Science and Social Studies (as the state has identified for specific

grades to be assessed) and that the improvement of MEAP scores will be taken into account for continuing employment at Schulze Academy. Staff who do not administer the MEAP will be evaluated using benchmark assessment data and DIBELS.

3. Evaluations that are designed with teacher/principal involvement-
Not Applicable

4. Remove leaders/staff that have not increased achievement- The staff at Schulze understand that increasing achievement of the students is the first priority. If a staff member's students do not show increased achievement they will be considered for removal from Schulze at the end of the school year. Each staff member (teachers and administration) were hired at Schulze with the understanding and agreeing to work to make sure that the students show academic improvement. The staff will not be removed from the district however, they can be removed from the school as described in the union contract that was agreed upon by its members for schools that were labeled as High Priority.

5. Provide on-going job embedded staff development- Staff at Schulze are committed to providing on-going job embedded staff development that will assist with student achievement. Professional development will be held during and after work hours. Staff development will include but will not be limited to whole staff development, grade level, content level, etc. Staff will be surveyed to determine their professional development needs and the data will be communication to the Instructional Leadership Team.

6. Implement financial incentives or career growth or flexible work conditions. – Staff at Schulze are given the opportunities for financial incentives. The financial incentives are tied to activities and programs that are aimed at improving student achievement. Financial incentives will include stipends for Instructional Leadership Team Members, Grade Level Chairs, teachers who students show a growth of at least 5%. Staff will also have the opportunity for career growth while employed at Schulze. There will be numerous professional development programs both on and off site that will be available for the staff to attend. The professional development will be based on research based best practices in improving student achievement. In addition, the staff at Schulze will be given the opportunity for flexible work conditions. The staff will be able to work extended day at Schulze.

7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards. –

The staff, teachers and support staff, have data portfolios that they update on a regular basis. The data includes but is not limited to MEAP, district benchmark results, Star Reading, Star Math,

DIBELS, TRC, grades, curriculum assessments, etc. The data is disaggregated and shared within and across grade levels. In addition and most importantly the data is used to drive instruction in all classrooms. The Grade Level Content Expectations that have been identified through standardized tests are incorporated in weekly lesson plans to ensure that instruction is data driven and aligned to the State of Michigan standards.

8. Promote continuous use of student data to inform instruction and meet individual needs of students.

Data that has been collected and disaggregated is utilized when teachers create weekly lesson plans, including differentiating instruction. Staff at Schulze believe that it is essential that concrete data is used to ensure that all students are successful.

9. Provide increased learning time

a. Extended learning time for all students in the core areas....

Schedules have been established at Schulze in order to implement strategies that provide increased learning time. All students at Schulze are involved in double dosing for both math and reading each day. Students are given the opportunity to attend the extended day program at Schulze. In addition, numerous teachers at Schulze tutor their students during lunch time and before school to make sure students are given the tools to be successful learners.

b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education...

Schulze has created different programs that help contribute to our students receiving a well-rounded education. Schulze has instituted a Boys to Men group. The group meets bi monthly and is comprised of male staff and male students. The staff members work with the boys to make sure that not only are they going to be able to leave Schulze academically prepared but also as young men.

c. Teachers to collaborate, plan and engage in professional development...

Teachers at Schulze are given numerous times each week to collaborate, plan and engage in professional development during the school day and after school. Scheduling was done to allow teachers in the same subject areas and/ or grade levels to have a common preparation program where possible. All teachers have a common preparation period during the last period of the day each Friday. Staff meetings are held weekly for at least an hour. Professional Learning

Communities have been created and meet regularly and many teachers utilize their lunch periods as a time to work and collaborate with each other.

10. Provide ongoing mechanisms for family and community engagement

Schulze provides appropriate social- emotional and community- oriented services and supports for students. Schulze has a full time School Social Worker on- site. The School Social Worker works with students who have Individual Educational Plans, have experienced traumatic situations, trouble socializing with their peers and difficulty with their home life. The School Social Worker also works with students/ parents to connect with outside agencies that can be of assistance. The school also has an established RCT team. The team meets regularly and is comprised of the School Social Worker, administration, School Psychologist, regular education teacher, special education teacher and the parent of the student who is having difficulty. Schulze has also established Boys to Men, a group of male teachers that work with the young males in the school to help them become young men through lectures, hand on experiences and self esteem. In addition, there are ample opportunities for parents and the community to volunteer in both academic and social aspects of the school day.

11. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates. –

Schulze provides operational flexibility in order to implement comprehensive approach to substantially increase student achievement. Schulze is a PreK thru 8th grade school and graduation rates do not apply. Staff at Schulze have been rearranged to ensure that they are able to have the greatest impact on student achievement (i.e. homeroom teacher was moved into the position of a Math Peer Coach). The school is open from 6:30 am until 6:00 pm in order to allow staff members to work without the students to disaggregate data and plan for exceptional instruction. The district and state have released additional monies to ensure that Schulze have necessities to achieve and increase student achievement.

Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization.

Schulze has been partnered with Teachscape and Wayne RESA to ensure that the school receives ongoing, intensive technical support to increase student achievement and teacher instruction. Teachscape is working with staff at Schulze in implementing Classroom Walkthroughs to assist with ensuring that teachers are providing the best research based

practices. In addition, three coaches from Wayne RESA have been assigned to Schulze to assist the instructional staff and administration in increasing student achievement.

In addition, the Response to Intervention Program (RTI) will begin to be implemented. RTI instruction both challenges students and supports their continued learning; it is neither difficult enough to cause frustration nor easy enough to promote boredom. While all students are held to the same high standards, the specific supports and scaffolds each need to reach the performance goal varies greatly. The Schulze staff is deeply committed to implementing differentiated strategies to support and promote high achievement and, as a transformation partner, Teachscape is committed to ensuring the success of the Schulze staff in differentiating instructional approaches by collaboratively designing, developing, and implementing professional learning focused on the major topics of RTI instruction. These will include: (1) strategies to granularly assess all student learning strengths, interests, and needs; (2) effective practices in implementing strategies and techniques to manage RTI instruction classrooms; (3) developing RTI lessons to provide multiple learning paths for students (including differentiation by readiness, interest, or learning profile); (4) developing anchoring activities; and (5) creating and managing flexible learning groups, use of classroom space, and scheduling. Additionally, Teachscape partners will model effective RTI instruction, work with staff to co-develop and co-implement RTI learning, and provide at-elbow coaching for classroom teachers while building the capacity of the instructional leaders to take over these professional learning tasks.

A highly effective research-based strategy to promote job-embedded learning is the development of professional learning communities (PLCs). In partnership with Schulze's instructional leaders, Teachscape professionals will support PLCs focused on differentiation to ensure all students meet high performance standards. Participants will meet during a common preparation period scheduled weekly to engage in continuous inquiry, ongoing discussions, and development of data-informed improvements to define a common core of practice that will drive high student outcomes through effective RTI instruction at Schulze.

The following items are permissible elements of the transformation model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Provide additional \$ to attract and retain staff.

Schulze is implementing numerous monetary incentives to attract and retain staff. There will be stipends paid to members of the Instructional Leadership Team members, Grade Level Chairs,

teachers of extended day, and teachers of students who show drastic and immediate student achievement.

2. Institute a system for measuring changes in instructional practices that result from professional development.

A system has been instituted that measures changes in instructional practices that result from professional development. One example is numerous staff attended a professional development on Smartboard Technology. As a result the involved staff members received Smartboards and have been utilizing them to assist with differentiation of learning. The use of the boards have been documented through Teachscapes Classroom Walk Throughs.

3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.

Schulze has been identified as a high priority school. Therefore, the school is not required to accept a teacher without mutual consent of teacher and principal, regardless of seniority. This has been determined by the Detroit Federation of Teachers Union and the district. In addition, teachers who are considered for employment at Schulze understand that seniority is not a factor when going through the selection process.

4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.

Staff at Schulze have all created data portfolios that are living documents in each classroom and the school. The portfolios are continually updated and used to drive instruction. The data portfolios contain standardized tests along with classroom formal and informal assessment results. The data portfolios are collected at least four times throughout the year by administration to ensure that there is increased achievement. The data portfolios are also used during grade level, content level, across grade level meetings and professional development so that the information can be shared and discussed amongst colleagues.

5. Implement a school wide Response to Intervention model.

The Response to Intervention Program (RTI) will begin to be implemented. RTI instruction both challenges students and supports their continued learning; it is neither difficult enough to cause frustration nor easy enough to promote boredom. While all students are held to the same high standards, the specific supports and scaffolds each need to reach the performance goal varies greatly. The Schulze staff is deeply committed to implementing differentiated strategies

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6. Provide PD to teachers/principals on strategies to support students in least restrictive environment and English language learners.

The staff at Schulze are involved in on-going professional development focusing on strategies to support students in the least restrictive environment. In addition, special education teachers at Schulze attend monthly meetings specifically focusing on Special Education students ensuring that all of our students are being taught in their least restrictive environment.

7. Use and integrate technology-based interventions.

Schulze is a theme based school with its emphasis on Technology. Schulze has incorporated research based software programs and hardware that will assist with student achievement. Schulze utilizes the district adopted Learning Village web based program that includes:

- Data Director- web based data warehouse for all standardized assessments
- Destination Learning- web based program that works in conjunction with the district adopted math and reading programs
- Renaissance Place- web based program used as a diagnostic and summative assessments for both math and reading

Schulze also utilizes Study Island, Fast Forward, and BrainPop.

In addition, interactive whiteboards (Promethean and Smartboards) have been incorporated into numerous classrooms, Neo2carts(which can be used with Renaissance Place and as a word processor), TI-Nspire calculators, Apple Laptop cart, Netbooks for all teachers (students in grades 6-8 will be receiving them during the spring), Classroom Response System, document cameras and projectors.

8. Increase rigor through such programs as AP, IB, STEM, and others.

- Not Applicable

9. Provide summer transition programs or freshman academies

- Not Applicable

10. Increase graduation rates through credit recovery, smaller learning communities, and other strategies.

- Not Applicable

11. Establish early warning systems to identify students who may be at risk of failure.

Schulze has an established Resource Coordinating Team (RCT) team which assists teachers who have identified students as high risk for either academics or social/emotional issues. The team is comprised of administration, School Social Worker, Special Education Teachers, School Psychologist and parents of the students who have been referred. The team makes suggestions to assist classroom teachers and recommends special education testing when deemed necessary. In addition, Schulze has a full time Reading Recovery teacher who works with high risk first graders, implemented Fast Forward, a research based program to increase student achievement, data portfolios are kept and updated by all staff and utilized to identify at risk students. There is also extended day available for students that includes small group tutoring in math and reading.

12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.

- Not Applicable

13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.

Schulze has extended the school day in order to accommodate an after school program that includes tutoring for students in all grades in math and reading. In addition, there are numerous

extra curricular activities: chess club, Boys to Men Group (group comprised of staff that mentor male students), Green Team (group that ensures that Schulze is a green school), Racquet Up (program that teaches students racquetball), basketball and cheer teams.

14. Implementing approaches to improve school climate and discipline

Schulze has adopted MiBlisi (Michigan Behavior Intervention System Initiative), a program which pairs behavior with reading. It has been proven that improved reading skills lowers behavior problems in schools. All classrooms have adopted a color code system for behavior that is uniform throughout the school. Schulze also has a dean of discipline that counsels and works with students who continually have difficulty with their behavior. In addition, staff members are continually attending on- going professional development and reading professional articles pertaining to behavior and links to a students academics.

15. Expanding the school program to offer full-day kindergarten or pre-kindergarten.

Schulze School has three all day Pre Kindergartens and three all day kindergarten classrooms. In addition, there is a full day Deaf and Hard of Hearing program for pre- kindergarten and kindergarten aged students.

16. Allow the school to be run under a new governance arrangement.

- Not Applicable

17. Implement a per pupil school based budget formula weighted based on student needs.

- Not Applicable

ARRA School Improvement Grant (SIG) II 2011 Budget Detail

For Schulze Elementary School

120 - Added Needs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
125 - Added Needs – Compensatory Education	Corrective/comprehensive reading intervention materials designed for Grades 4-8. Targets pupils reading one or more years below grade level. Goal is to increase reading accuracy (decoding), develop fluency, and build comprehension. Implemented in lessons of 45-minutes for four sessions weekly, for groups of ten to fifteen students. A tightly sequenced program that offers two distinct intervention strands: decoding and comprehension. Includes 85 supplemental texts & teacher guides					\$15,000			\$15,000
125 - Added Needs – Compensatory Education	Student instructional intervention services supported by School Service Assistants (2.0 FTE) in the areas of reading and math. Salary is \$15,245 annually.	2	\$60,980	\$67,251					\$128,231
125 - Added Needs – Compensatory Education	Cost for classroom technology supplies to assist in incorporating technology in the classrooms. Equipment/supplies include graphing calculators, DVD players, printers, document cameras, etc.					\$50,000			\$50,000
125 - Added Needs – Compensatory Education	Supplemental classroom supplies and material to aid in the enhancement of classroom instruction. Supplies and material may include supplemental workshops that are focused on the core academic areas, calculators, dictionaries, videos, instructional software packages. 300 students x \$300					\$90,000			\$90,000
	Sub-Total	2	\$60,980	\$67,251		\$155,000			\$283,231

210 - Support Services – Pupil

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
211 - Support Services – Pupil – Truancy/Absenteeism Services	Supplemental positive attendance support to address the school's non-AYP area. Initiative will encourage attendance via a range of modes to ensure that stakeholders participate with the implementation of attendance improvement strategies and a data management system. The expectation is that chronic absenteeism will decline and that academic performance will improve.					\$20,000			\$20,000

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Schulze Elementary School

Sub-Total									\$20,000	\$20,000
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Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
212 - Support Services – Pupil – Guidance Services	Counselor to service K-8 students. services will include conflict-mentoring services and positive behavior support	1	\$72,000	\$32,880					\$104,880
212 - Support Services – Pupil – Guidance Services	Supplies and material to support Counselor's program initiatives and trainings. Supplies may include; ink, printer, laptop, paper, pen, folders, literatures, supplemental books, software, etc.					\$20,000			\$20,000
	Sub-Total	1	\$72,000	\$32,880		\$20,000			\$124,880

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
216 - Support Services – Pupil – Social Work Services	School Social Worker to address the needs and promote the social welfare of learners. School Social worker will provide mental and social support that ultimately enhances the educational environment of affected students	1	\$72,516	\$33,026					\$105,542
216 - Support Services – Pupil – Social Work Services	MiBIsi Coach to provide positive beahvior support and develope schoolwide behavioral expectations while creating a plan for developing a behavioral matrix and making the behavioral expectations visible within the school. Throughout the training/suppport, school teams will be given time to individualize implementation strategies to meet their school's unique needs.	1			\$100,000				\$100,000
216 - Support Services – Pupil – Social Work Services	Supplies and material to support MiBIsi and Social Worker program initiatives and trainings. Supplies may include; ink, printer, laptop, copier, paper, pen, folders, literatures, supplemental books, software, etc					\$35,000			\$35,000
	Sub-Total	2	\$72,516	\$33,026	\$100,000	\$35,000			\$240,542

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Schulze Elementary School

220 - Support Services – Instructional Staff

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
221 - Improvement of Instruction	Teachscape is a three-tiered RTI implementation model. It focuses on providing powerful and differentiated instruction in the classroom. Teachers are supplied tools to identify and re-teach in meaningful ways that help struggling students learn and to manage students into individual success. The three tiers utilize data, ongoing assessment, and differentiation techniques to support advanced teaching methodology. The program is intended for instructors teaching grades K-8.				\$229,675				\$229,675
221 - Improvement of Instruction	Instructional Specialist (2-Math Coach)The math coach will provide instructional support to school leadership, math teachers, and special education professionals. The coach is an educator with experience in mathematics education and instructional strategies, and demonstrated success in the classroom. The coach will observe teachers' instructional practices and provide support and direction for how practices can be improved.	2	\$148,600	\$67,062					\$215,662
221 - Improvement of Instruction	Cost of (1) INSTRUCTIONAL SPECIALIST (ELA Coach) to provide specific hands research based teaching and intervention strategies with teachers and students.	1	\$74,300	\$33,531					\$107,831
221 - Improvement of Instruction	Wayne RESA coaches to provide professional development training to teaching and administrative staff. PD activities will be geared to increasing student academic achievement by modeling instructional strategies.				\$40,000				\$40,000
221 - Improvement of Instruction	Workshop costs to support teacher professional development. Workshop titles will support the core area's of academic achievement and techniques that will allow the intergration of technology with classroom instruction. 32 teachers x \$23.82 per hour x 5 hours x 25 sessions	4000h	\$95,280	\$26,973					\$122,253
221 - Improvement of Instruction	Refreshment costs for workshop participants. 25 workshop trainings x 35 participants @ \$10 each					\$8,750			\$8,750

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Schulze Elementary School

221 - Improvement of Instruction	Supplies and material to support professional development activities. Supplies include; paper, pen, folders, software, supplemental workbooks, etc. 32 teachers at \$200 each					\$6,400			\$6,400
221 - Improvement of Instruction	Consultant cost to facilitate professional development training for approx. 32 teachers and support staff . Workshop topics will focus on improving teaching/instructional strategies that are focused on the core academic areas and incorporating technology into the classrooms. 2 consultants @ \$1500 each x 10 sessions and 1 consultant @ 1500 each x 15 sessions					\$52,500			\$52,500
221 - Improvement of Instruction	Workshop and conference fees to cover costs associated fees of conferences that are geared towards improving student achievement. Costs include: registration, transportation, per-diem and lodging, etc. 3 staff @ 1500 per conference x 3 conferences					\$13,500			\$13,500
	Sub-Total	3/4000h	\$318,180	\$127,566	\$335,675	\$15,150			\$796,571

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
225 - Computer--Assisted Instruction	Cost for classroom technology supplies to assist in incorporating technology in the classrooms. Equipment/supplies may include Apple Carts to accomate class of 35 @ approx, \$40,000 each.						\$40,000		\$40,000
225 - Computer--Assisted Instruction	Cost for classroom technology supplies to assist in incorporating technology in the classrooms. Equipment/supplies may include IPad classroom sets (35 @ approx. 4500 each) and Tap It (The only assistive, learning center using 'intended touch' to serve each student's special needs).					\$30,000			\$30,000
225 - Computer--Assisted Instruction	Cost for technology online program to assist in classroom instruction. Online program subscriptions may include: Edline, fast Forward/Scientific Learning and Study Island is a leading provider of online, standards-based assessment, instruction, practice, and test preparation software programs for K-12 students.				\$75,000				\$75,000

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Schulze Elementary School

225 - Computer-Assisted Instruction	Cost for Smart Table Students use their hands to complete interactive learning activities and games, encouraging collaboration. They develop skills in areas like reading, counting and visual spatial awareness.							\$7,000	\$7,000
	Sub-Total				\$75,000	\$30,000		\$47,000	\$152,000

260 - Operation and Maintenance of Plant

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
261 - Operating Buildings Services	Cost for Community Use to hire custodians for professional development workshops 1 custodian x \$19.18 per hour @ 5 hours X 25 days	125h	\$2,397	\$679					\$3,076
261 - Operating Buildings Services	Cost for Community Use to hire custodians for professional development workshops 1 Engineer x \$44.50 per hour @ 5 hours X 215 days	125h	\$5,562	\$1,575					\$7,137
	Sub-Total	250h	\$7,959	\$2,254					\$10,213

280 - Central Support Services

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
283 - Staff/Personnel Services	Workshop stipend costs for Principal to attend and assist in professional development activities for classroom teachers. 1 Principal x 25 days x 5 hours per day @ 32.50 per hour	125h	\$4,062	\$1,150					\$5,212
283 - Staff/Personnel Services	Workshop stipend cost for 1 clerical support professional development initiatives at \$22.00 per hour x 25 day @ 5 hours	125h	\$2,750	\$778					\$3,528
	Sub-Total	250h	\$6,812	\$1,928					\$8,740

330 - Community Activities

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Schulze Elementary School

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
331 - Community Activities	Refreshment costs for parent/community workshops 25 sessions x 30 parents @ 10 each					\$7,500			\$7,500
331 - Community Activities	Cost for Community Outreach Communicator to provide outreach and supportive services for parents, community and teaching staff				\$25,000				\$25,000
331 - Community Activities	Supplies and material to support parent workshops. Supplies include; paper, pen, folders, software, supplemental workbooks, parent literature. etc.					\$10,000			\$10,000
	Sub-Total				\$25,000	\$17,500			\$42,500
<hr/>									
	Sub Total	8/4500h	\$538,447	\$264,905	\$535,675	\$292,650	\$47,000		\$1,678,677
	Indirect Cost (Max Allowed: 4.45%)								\$0
	Grand Total								\$1,678,677
	Allocation								\$0

Attachment I Schulze Detailed Budget

FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
Instruction – Basic Programs	SALARIES		
	BENEFITS		
	PURCHASED SERVICES		
	SUPPLIES & MATERIALS	Corrective Reading Materials	\$15,000.00
	CAPITAL OUTLAY		
	OTHER EXPENDITURES		
Instruction – Added Needs	SALARIES		
	BENEFITS		
	PURCHASED SERVICES		
	SUPPLIES & MATERIALS		
	CAPITAL OUTLAY		
	OTHER EXPENDITURES		
Pupil Support Services	SALARIES	Student instructional intervention services, i.e.- reading ,math labs SSA	\$60,980.00
	BENEFITS		\$17,265.00
	PURCHASED SERVICES		
	SUPPLIES & MATERIALS		
	CAPITAL OUTLAY		
	OTHER EXPENDITURES		
Tuancy/Absenteeism	SALARIES		
	BENEFITS		
	PURCHASED SERVICES		
	SUPPLIES & MATERIALS	Positive Attendance Support	\$20,000.00
	CAPITAL OUTLAY		
	OTHER EXPENDITURES		
Guidance Services	SALARIES	Counselor for K-8 school	\$73,516.00

	BENEFITS		\$28,248.13
	PURCHASED SERVICES	Conflict and Mentor Services	\$140,000.00
	SUPPLIES & MATERIALS	Positive Behavior Support	\$20,000.00
	CAPITAL OUTLAY		
	OTHER EXPENDITURES		
Health Services	SALARIES		
	BENEFITS		
	PURCHASED SERVICES		
	SUPPLIES & MATERIALS		
	CAPITAL OUTLAY		
	OTHER EXPENDITURES		
Psychological Services	SALARIES		
	BENEFITS		
	PURCHASED SERVICES		
	SUPPLIES & MATERIALS		
	CAPITAL OUTLAY		
	OTHER EXPENDITURES		
Social Work Services	SALARIES	School Social Work Services	\$72,516.00
	BENEFITS		\$33,026.00
	PURCHASED SERVICES		
	SUPPLIES & MATERIALS		
	CAPITAL OUTLAY		
	OTHER EXPENDITURES		
Instructional Staff Services	SALARIES	Math Lead Teacher, ELA coach	\$180,032.00
	BENEFITS		\$66,052.00
	PURCHASED SERVICES	Wayne RESA coaches	\$40,000.00
	SUPPLIES & MATERIALS	Supplies and Learning Materials	\$10,000.00
	CAPITAL OUTLAY		
	OTHER EXPENDITURES		

Improvement of Instruction	SALARIES		
	BENEFITS		
	PURCHASED SERVICES	Teachscape	\$229,675.00
	SUPPLIES & MATERIALS		
	CAPITAL OUTLAY		
	OTHER EXPENDITURES		
Instruction Related Technology	SALARIES		
	BENEFITS		
	PURCHASED SERVICES		
	SUPPLIES & MATERIALS	Edline, Study Island, Fast Forward/Scientific Learning	\$55,000.00
	CAPITAL OUTLAY	Smart Table, Tap It, Apple Cart, Class set of Ipad	\$250,000.00
	OTHER EXPENDITURES		
Academic Student Assessment	SALARIES		
	BENEFITS		
	PURCHASED SERVICES		
	SUPPLIES & MATERIALS	Positive Behavior Support Items, Ink, Copiers, Printers	\$35,000.00
	CAPITAL OUTLAY		
	OTHER EXPENDITURES		
General Administration	SALARIES	MIBisi Internal Coach	\$72,516.00
	BENEFITS		\$33,026.00
	PURCHASED SERVICES		
	SUPPLIES & MATERIALS		
	CAPITAL OUTLAY		
	OTHER EXPENDITURES		
Executive Administration	SALARIES		
	BENEFITS		

Attachment VII

School Improvement Partnership Agreement

This School Improvement Partnership Agreement (“SIPA”) is entered into by and between Michigan Department of Education (State) Wayne RESA (ISD/RESA/ or other partner(s) and Detroit Public Schools (“LEA”). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I. SCOPE OF WORK

The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by Detroit Public Schools and Schulze Academy is TRANSFORMATION;

II. PROJECT ADMINISTRATION

A. QUALIFYING LEA RESPONSIBILITIES

Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

- 1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.
- 2) Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.
- 3) Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

- 4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).
- 5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.
- 7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

- 1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.
- 2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 3) Identify sources of technical assistance as needed.

C. JOINT RESPONSIBILITIES

- 1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.
- 2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

D. STATE RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

- 1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.
- 2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance as needed.
- 5) Periodically review the approved plan and implementation progress.

E. RECOURSE FOR NON-PERFORMANCE

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

III. ASSURANCES

The LEA hereby certifies and represents that:

- 1) It has all requisite power and authority to execute this partnership agreement.

- 2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.
- 3) It will implement the Plan that has been approved by the Michigan Department of Education.
- 4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.
- 5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.
- 6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).
- 7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

IV. MODIFICATIONS

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

V. DURATION/TERMINATION

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

Local Superintendent (or equivalent authorized signatory) - required:

Signature/Date Robert C. Bobb Print Name/Title
ROBERT C. Bobb Emergency Financial
managers

President of Local School Board (or equivalent) - required:

Signature/Date Anthony Adams Print Name/Title
Anthony Adams
Detroit Board of Education President

Intermediate Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title

President of Intermediate School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date _____ Print Name/Title
